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ABSTRACT

Summarized in this interim report are the proceedings and accomplishments of a career education exemplary project for the period 1972-73. Piloted in public and private elementary, secondary, and post secondary schools, the project provides for orientation and exploration into career opportunities, work experience, and job placement. Contained are an overview of the project, project activities, detailed explanations of each of the program components, and highlights of a followup study involving the 1962 and 1964 through 1971 graduates of North High School of Sheboygan, Wisconsin. (SN)

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INTERIM REPORT

Project No. 1-361-0166
Contract No. OEG-0-71-1027(361)

Articulation of Occupational Orientation, Education and Placement in Private and Public Elementary, Secondary and Post-Secondary Schools

Exemplary Project in Vocational Education
Conducted Under
Part D of Public Law 90-576

Charles Bingner
Board of Vocational, Technical, and Adult Education
District Eleven
933 Erie Avenue
Sheboygan, Wisconsin 53081

June 8, 1973

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The project reported herein was performed pursuant to a contract with the Bureau of Adult, Vocational, and Technical Education, Office of Education, U.S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the project. Points of view of opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Charles Bingner
Board of Vocational, Technical, and Adult Education
District Eleven
933 Erie Avenue
Sheboygan, Wisconsin 53081

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V. Summary of the Report.

A. Period Covered and Introduction.

1. Period Covered from April 1, 1972 through March 31, 1973.

2. Introduction. During the first year of our project (May 1, 1971 through April 30, 1972), we attempted to reach the goals and objectives of the project by providing services (Career Information materials and in-service programs, workshops, etc.) to all of the 15 public school districts and the private schools therein (see first year interim report), as outlined in our project application.

Towards the end of our first year of operation, we were redirected by our first federal "on site" visit. The redirection was from our original services to all schools in V.T.A.E. District 11 into a "model schools" approach. In the model schools approach (one elementary, one junior high, one senior high, and one post-secondary), we have concentrated our efforts on a comparitively narrow segment of student population K-14, thereby, providing us with the opportunity to make a greater impact on a limited number of students, teachers, counselors, etc.

The "redirection" from a service centered effort into exemplary model schools has allowed us to reach more goals and implement more project activities sooner than we would have in the service centered approach. During the first year, commitments by teachers, counselors, and even a total school system were obtained from limited input of in-service, demonstrations, and materials from the project staff. Outlying school districts that were anticipating our services during the second and third years were disappointed to say the least.

At this same time, we realized that our steering committee was too broadly based to provide the input necessary to implement activities in our model schools. Therefore, we formed "mini steering committees" of intermediate decision makers from each of the model schools. The chairman (principal or administrative assistant) of each of the "mini steering committees" is invited to attend the monthly Area Wide Steering Committee meetings. The "mini steering committees" have been essential to implementing project activities into the model schools.

The more active the "mini steering committee" the more productive the project activities. Direct, continuous administrative support and commitment to "Career Education" as the number one priority for the school is the key to providing the changes necessary to move the school into adopting the Career Education concept(s).

B. Experiences of the Project According to the Five Main Goals for Exemplary Projects.

1. Provision for broad occupational orientation at the elementary and secondary school levels....

a. Upon being redirected (spring of 1972), we moved all of our Career Information multi-media into the appropriate grade level institutions. During our first year of operation, we evaluated, collected (purchased), catalogued and demonstrated about $30,000 worth of Career Information multi-media to all public (and private schools that expressed interest in our proposal) school systems in V.T.A.E. District 11. Therefore, we were able to implement Career Information centers in all model schools K-12 at the beginning of the 1972-73 school year. The consultants were experienced in providing in-service to teachers and counselors.

b. Elementary, K-6. The staff of 22 teachers had 15 participants in our 1972 summer workshop and their half-time counselor also participated in our summer workshop. The K-6 school counselor implemented a placement program for in-school jobs for K-6 students as well as other project activities. All of the Career Information multi-media for grades K-6 was moved into the Grant Elementary School. Some material was located in the school library, some in an instructional materials center (for all teachers), and some was located in the individual classrooms.

Curriculum change to emphasize Career Education in-service. Project funds provided substitute teachers to allow classroom teachers time to plan and organize concepts and activities from our K-14 Career Education Guide into the regular curriculum. The project's elementary Career Education consultant held regular half-day in-service sessions for these teachers twice each month.

The elementary Career Education consultant helped the school develop a World of Work Speakers Program. (See appendix A) Thirty-six parents participated in programs where they explained and demonstrated to students, what they do in the world of work. A "Hands-on Learning" program was developed to increase the student's self-concept as well as to better his understanding of the world of work. See appendix A for more on elementary.

c. Junior High, 7-9. All of the Career Information multi-media for grades 7-9 located in the project's Career Information Center was moved into the Horace Mann Junior High School library. Both of the regular junior high counselors worked with the teachers, the materials and the secondary consultant from the project in order to expand Career Education from the units in the ninth grade into an integrated program including the seventh and eighth grades. As these efforts are further developed and expanded, the junior high will have a complete 7-9 scope and sequence, comprehensive Career Education program.

During our summer workshop 5 teachers out of 47 and 1 counselor out of 2 were involved. Our secondary Career Education consultant followed up on continuous on-going in-service during the teachers preparation periods throughout the school year. Many of the junior high teachers are interested, and they are integrating career development concepts into the curriculum. See appendix B for more on the junior high level.

d. Senior High, 10-12. All of our Career Information appropriate for grades 10-12 was moved into a separate room (provided by the high school principal) for a Career Information Center at North High School. The principal also allocated a paraprofessional to supervise and operate the Career Information Center. The Career Information Center fits into the pattern of other learning centers located within the high school. The paraprofessional operating this center has done an excellent job and works with both teachers and students that use the center or check out materials for classroom use. A few of the materials are shared between the high school and the junior high school (such as video tapes on occupations).

The addition of the "Job Bank" (see appendix B) into the Career Information Center has been very helpful in demonstrating the necessity of Placement as a vital component of Career Education.

We have been able to get the high school to change the title of the Counseling, Guidance and Pupil Services Center to the Counseling, Career Planning and Placement Center. We are making progress in implementing activities appropriate to the new title.

e. Post-Secondary. During our first year, we perceived that we were a post-secondary vocational institution serving K-12 districts; and because we were so busy serving the K-12 public (and private) schools, we did not devote much time and effort to developing a Career Information Center for the post-secondary institute. During the second year, we have moved some (a few) materials into Lakeshore Technical Institute. Some (six) teachers were involved in the 1972 summer workshop, and they are using some Career Information materials.

During this second year, we have been planning (with the L.T.I. mini steering committee) to establish and to implement a complete Career Information Center to serve all students, teachers and counselors at L.T.I., Sheboygan. It will also serve as a resource center for all outlying school districts in L.T.I. V.T.A.E. District 11.

2. Provision for work experience....

The high school program includes work experience classes and programs in T & I, business education, etc. We hope to expand these opportunities to more students through our work with our Career Education Council which has been partially formed and will be fully implemented within a month or two. Work experience programs are already operational, however.

We feel a need to provide work experience for selected students at the junior high level as a part of exploration of the world of work. Some small businesses (food service, gasoline stations, groceries) have agreed to participate, but child labor laws and union agreements have hindered us in obtaining enough work exploration job stations to

operate a program at the present time. We expect to operate such a program by the beginning of the next school year. Some junior high students are working in a youth tutoring youth program. This gives them better self-understanding, but it is limited as a work exploration experience.

The elementary counselor is placing K-6 students on "in-school" jobs. During this last year of our project, we will tie this all together into a K-14 articulated work experience program.

Work Experience K-6 = Positive attitudes toward all work

Work Experience 7-9 = Exploring some of the world of work through work experience (especially dropouts and potential dropouts)

Work Experience 10-Adult = Preparation for the world of work through work experience

3. Provision for students not previously enrolled...in job entry skills....

We used data from W.S.E.S. on hard to fill jobs, etc., and a survey of our model high school students' interests in order to select welding as our first job skill training program. We found from the 50 students that indicated an interest in job skill training that there were about 35 interest areas. Therefore in order to obtain a full class enrollment (to use the 10 welding machines and facilities made available by Lakeshore Technical Institute), we invited similar surveys to be made in V.T.A.E. District 11 high schools. This survey filled our first class of 10. Attendance was very good, and we are now following up on the placement of these students. We are planning to expand these job skill training programs for high school students. Our first area manpower survey has been completed in cooperation with the State Employment Service. It will be published in a few weeks. We will use it to establish new job skill training programs for our next school year.

4. Provision for intensive occupational guidance....

The G.A.T.B. was given to all high school students and will be continued annually for all ninth graders.

We have worked with the high school counselors to identify the students that wanted to take part in job skill training. We have provided the Job Bank in the High School Career Information Center so that students have obtained more full and part-time jobs. This activity is leading our counselors to accept placement as a vital function in their role as a counselor. We have changed the name of the Guidance and Counseling Office to Counseling, Career Planning and Placement Center. We have begun to have a real impact during our first year in the model school approach.

5. Provision for the grantee or contractor to carry the program on....

In spite of severe budget cuts by the City Council, the $6,000 of local tax dollars was kept in the 1972-73 budget. It has now been determined that the money will be used to implement our elementary model school activities into all of the Sheboygan elementary schools.

The 1973-74 budget has funds allocated to implement a Career Information Center in the remaining senior high school (South). This is a direct result of our model school Career Information Center.

For more details see appendix A and B. Also our extensive Third Party Evaluation Report should be available soon.

C. Procedures Followed Are Included in Experiences. (V. B.)

One elementary consultant works with one model school (U.S. Grant, K-6) with 646 students, 22 teachers, 1/2 counselor, and one principal. The elementary consultant works with parents also.

One secondary consultant works with one junior high school (Horace Mann, 7-9) with 897 students, 47 teachers, 2 counselors, and one principal, and one senior high school (North, 10-12) with 1,528 students, 82 teachers, 4 counselors, and one principal.

The secondary consultant also works with the Project Director in articulation between the high school and the post-secondary institute (L.T.I.). The Project Director works with both consultants at all levels as much as possible.

D. Results; Accomplishments.

See Introduction, Experiences and Appendix A, B.

E. Evaluation.

I have been informed by our Third Party Evaluator that his report should be completed and available within two weeks.

F. Conclusions and Recommendations.

1. Conclusions. The model schools approach has allowed us to reach more project objectives faster. The model schools approach has "turned off" outlying schools. Attitudes of teachers, counselors, principals and administrators are being changed, and we can see real progress in the model schools.

Our meetings with representatives of business, industry, labor, etc. indicate that there is a great potential of support for Career Education. More people throughout local, regional and state areas are beginning "to talk more of the same language." There is a greater understanding of what Career Education can do to make education more meaningful and valuable to all. More job descriptions are including experience in Career Education as a requirement. Even though we have a long way to go, there is increasing interest and "money where the mouth is" for Career Education.

We are in the process of reorganizing our steering committee and implementing a Career Education Council (of local representatives of business, industry, labor, etc.) which will, through the cooperation of the above with education, provide the input necessary to more fully implement the concept of Career Education in our area.

2. Recommendations.

a. That more school boards and more administrators must make Career Education implementation their number one priority.

b. That the W.S.E.S. Job Bank be made available to every high school for placement and every junior high for exploration. NOTE: We have been told that the Job Bank will be discontinued. This would be one of

the worst things that could happen, because the Job Bank has been the most productive activity we have ever seen for placement, occupational awareness (students, teachers, counselors, etc.), occupational implications of education, etc.

c. The Job Bank should be made available to all high schools.

d. Promotion of Career Education by colleges, universities (especially teacher training), text book companies, and Departments of Public Instruction would help to bring about changes much quicker.

VI. Body of the Report.

A. Problem Area....

Described in original project proposal. Few changes have been made, namely:

1. Model school approach rather than L.T.I. Area wide.

2. Mobile Guidance Lab was dropped, because it is not practical for model schools. I do not feel it would be best for any other approach either, except where no counselors exist and facilities were nill.

B. Goals and Objectives.

1. Goals. Stated before.

2. Objectives. Listed in original project and evaluated by project staff, steering committee and Third Party Evaluator; included in appendix C.

C. Description....

Included in the summary of the report.

D. Results and Accomplishments.

Included in the summary of the report.

E. Evaluation of the Project.

Will be forthcoming as soon as possible.

F. Conclusions, Implications, and Recommendations....

1. Conclusions. The Career Education concept requires people to change (attitudes, methods, materials, etc.). It is difficult for most people to change. We find, however, that we have been able to change many educators' attitudes; and they are sincerely trying to implement Career Education. Career Education is getting stronger almost daily. Each person must go through a developmental process to get to understand Career Education and what it means to him (teacher, counselor, principal, student, etc.).

2. Implications. More time and money will be needed to reach the goal of Career Education for all.

3. Recommendations. Commitment of head administrators (local and state) should be required before any significant amount of monies are allocated. Not just interest or involvement but commitment. Local policies adopted to identify Career Education as the number one priority of the board and the superintendent and local dollars allocated for implementation. Categorical aids are a must to bring about change. I say this as a former superintendent that had "frowned" on categorical aid to say the least.

   Our K-14 guide, catalogue of multi-media materials and our locally developed Career Education Model have been forwarded to Eric, the Region 5 Office, and the U. S. Office, Washington, D. C.

Signature of Project Director

June 3, 1973
Date

APPENDIX A

ELEMENTARY SCHOOL CAREER EDUCATION ACTIVITIES

SPEAKERS PROGRAM SUMMARY

HANDS-ON PROGRAM SUMMARY

ROLE OF THE GUIDANCE COUNSELOR IN PROMOTING CAREER EDUCATION IN THE ELEMENTARY (K-6) SCHOOL

SUMMARY OF CAREER EDUCATION ACTIVITIES

ELEMENTARY SCHOOL CAREER EDUCATION ACTIVITIES

The role of all personnel at the elementary school level in relation to Career Education involves the development of positive attitudes toward oneself and the work world and the learning of information about oneself and the work world.

The goal in the primary grades (Kindergarten through Grade 3) mainly involves the development of an understanding and acceptance of oneself by setting up a school environment which allows children the opportunity to make mistakes and learn from the experience. The development of positive attitudes toward workers involves an understanding and acceptance of the dignity and worth of every worker in his role in the community of the world of work.

The intermediate grades (Grade 4 through Grade 6) have the objective of building on the program of the primary grades and developing an orientation to the world of work and the role that individual workers play in it. This includes becoming involved in acquiring information about some job examples in each of 15 basic career clusters as defined by the U. S. Office of Education in Washington, D. C.: Agri-Business and Natural Resources, Business and Office Occupations, Communications and Media, Construction, Consumer and Homemaking Related Occupations, Environment, Fine Arts and Humanities, Health Occupations, Hospitality

and Recreation, Manufacturing, Marketing and Distribution Occupations, Marine Science Occupations, Personal Service Occupations, Public Service, and Transportation.

These goals can be implemented by many activities and each school is encouraged to use their own staff creativity to best develop them for their own school. However the author recommends these activities as defined by the faculty at Grant Elementary School in Sheboygan, Wisconsin.

Self-Concept Development Program. Making children aware of their individual skills and attitudes can be done as part of classroom activities. A mirror can be brought from home to hang over the water bubbler so children can look at themselves as they appear to others. Booklets can be made by the children that tell about themselves. Children can be assigned various classroom duties according to the areas of their life in which they are most skilled. These duties can range from academic tutoring to clean-up activities and art posters or oral and written reports.

Attitude awareness can be developed by tape recording students' voices as they argue, pick sides for physical education games, or debate about current event issues. Classroom evaluation sessions can demonstrate to students that their teacher is interested in learning how others see her in her role as their teacher. A discussion of which classroom member would be best for a particular task can lead to the observation that certain students are not picked because they are either too quiet, their behavior is unacceptable, or they do not exhibit skills that are seen as being needed.

Finally, the teacher must provide a classroom environment which provides the children with an opportunity to fail at something or exhibit lack of ability in some area of their life and not be ridiculed or debased for it. The student must also be provided an opportunity to develop confidence in himself by being helped by the teacher, counselor, parent, or other students to achieve success and develop lesser abilities in areas in which improvement is recognizable by other people.

Curriculum Instruction Program. The counselor is in a key position to be seen by school personnel as the building level representative who is most knowledgeable and skilled in the area of career education. He has the time, training, and knowledge to influence the curriculum to best effect the individual student's development of a self identity and career knowledge.

His efforts in individual and group counseling, contacts with business and industry, consultation with teachers and parents, experience in teaching techniques, and training in career education literature and workshops make him the person most skilled and available to coordinate the career education program in the elementary school.

The counselor must be willing and able to step right into the classroom and demonstrate how a teacher can develop interest in studying about the attitudes and skills of individual children as well as adults in the work world. He can lead classroom level or small group guidance discussions about most any subject and research the information necessary for those discussions about fellow students or the world of work. His objective should be to get the teacher interested in developing her

instruction around the core issues which he has demonstrated to her with her own class. And he should be available to her for planning and preparing resources for a continuing, on-going instructional program which strives to make the curriculum more relevant by showing the relatedness between subject area skills and attitudes and the requirements of the various occupations in the work world.

Speakers Program. Survey the students as to which speakers from the world of work they would like to have tell about their job. A suggested technique would be a numerical rating scale in which they indicate the most desired speaker by the number one, the next most desired speaker by the number two, etc. The students should be cautioned to select the job they would most like to learn about, not the job that they think they would like to work at some day. Make sure your survey has several occupations represented from each career cluster and that all jobs are held by some parent of children in your school. The tabulated results can help convince the parent and his employer that he should be released from his job for part of a day with compensation because X number of students in his child's school want to hear about his job.

A partial sample survey might look like this:

Number 1-3	Number 1-3	Number 1-3
___ Doctor	___ Mechanic	___ Policeman
___ Truck Driver	___ Dentist	___ Farmer
___ Bank Teller	___ Sales Clerk	___ Lawyer
etc.	etc.	etc.

Have each speaker wear their work clothes, bring the tools or equipment they use on the job, and any audio-visual or written descriptions

of their job. Their presentation should not last longer than one hour and should include specific information about duties, training, positive and negative job components, and opportunities for promotion. Their own children need to be in the audience whenever possible.

Field Trip Program. The guidance counselor must become involved in developing positive relationships between the school and personnel in the business and industry community in order to lay a foundation for good relationships. The counselor must stress the school's interest in gaining input from the work world into its curriculum. Representatives from business and industry have to visualize the school as wanting to develop students with healthy attitudes toward work and skills that are usable in the work world. When the businesses and industries develop an understanding of their importance in implementing the career education component of the curriculum, they will become more eager to reciprocate to the schools by providing field trip tours, speakers, and even samples of their products.

There have been many restrictions placed on field trips during the past several years. Insurance qualifications, union standards, and even safety regulations have limited the amount of field trips allowed into the work world. Counselors and teachers, however, can develop many of the following activities which will allow better use of the field trip technique for learning about occupations.

Teachers need to develop concise objectives for their field trips and make them more visible to representatives of the work world by spending more time on classroom preparation and follow-up activities. They also need to make better use of classroom mothers to transport

their children to field trip locations. Group sizes should be limited to ten children or less with many adult supervisors involved so that children can go to field trip locations at different times or have smaller groups go to several locations at the same time.

Placement Program. Ask each worker in the school to make a list of activities in which students could help them in their job as principal, secretary, counselor, teacher, janitor, etc. Then ask each teacher to make a list of students who are not relating to the academic aspects of school. An agreement must be established with the teachers to allow these students out of class during the school day to work at these jobs. Some typical activities that students can do include helping the custodial staff with emptying waste baskets or raking the lawn, helping the physical education teacher set up gym equipment, reading to younger children, or even demonstrating a hobby or skill in which they have talent.

The counselor's role includes developing an application form for the students to fill out, posting jobs available to students, and interviewing students for jobs. Students should be made aware of their responsibility to complete classroom work for their own teacher as well as accomplish the task required of them on the job in which they are placed. They should be made aware that they can be released from their job if they are negligent in accomplishing their duties or getting along with all the people involved in the assigned job.

Group guidance techniques should be used by the counselor both in preventing problems with students before they are placed on a job and

in solving problems after they are placed on a job. The scope of these group guidance sessions should involve the development of work attitudes and skills necessary for jobs within the school setting.

Hands-On Program. Obtain free materials and personnel to provide small groups of students an opportunity to develop skills in repairing or constructing products to be used in the school building. Ask for volunteers among parents who work the night shift or from grandparents who are retired. Obtain lists of retired or unemployed workers from the union offices. In each instance make sure the activity is related to a talk or field trip with some adult in that career cluster.

Ask parents and school personnel to provide individual items from home or school which children can repair and make usable again. Seek the aid of workers (preferably parents) who can help provide tools, technical knowledge, and supervision to groups of less than ten children who are interested in learning how to repair things. Examples of items to be repaired include vacuum cleaners, television sets, record or cassette players, lawn mowers, sinks, or light switches.

Similarly, seek scrap materials of wood, metal, or leather from local businesses, industries, or parents to build some projects. Ask for donations from lumber companies or other material supply stores or seconds of products sold by department or equipment stores. Obtain the help of workers to provide the necessary knowledge, tools, and supervision to children interested in learning how to create products. Examples of items to be constructed are marionette-puppet stages, room dividers, fold-up hall desks, animal cages, pin-hole cameras, leather toy pouches or lamps.

In summary, our elementary schools must change their instruction to meet career education objectives or their last gasping words before they go out of existence will be: "We never did it that way before!" Similarly, the guidance counselor must change his role or his own career will be eliminated. His guidance function must overshadow his counseling role, or he will not be seen by the school system or the community as being worth the salary he is being paid only to play the role of a psychiatrist to the ten children he can counsel with during a school day.

The counselor needs to get out of the school building and interpret curriculum needs to key personnel in business and industry. He needs to spend much of his time developing positive relationships with parents as he introduces them to child development stages and characteristics they need to know for raising their children. He needs to develop programs in learning disabilities and behavioral modification by working in cooperation with school psychologists, home visitors, mental health clinics, family counseling agencies, and social service departments outside of the school.

Then, as the career education representative for his school, he can bring together the community and school forces needed to interact for the purpose of creating a more meaningful and individualized instruction for the children of the school which he serves.

Author

Darryl B. Sheggrud

Darryl B. Sheggrud
Elementary Career Education Consultant
L.T.I. Career Education Center

SPEAKERS PROGRAM SUMMARY

The main purpose of the program is to expose intermediate grade children to many different occupations. Another important rationale for the program is to give the children of a speaker an opportunity to feel important because their father is coming to school to tell about his job.

A once-a-week series of speakers from the world of work had been implemented the previous year at Grant School by the Guidance Counselor working in cooperation with the project consultant. It met up with such a warm reception that it was decided to duplicate the program. However, it was organized differently this year.

During the 1972 Summer Career Education Workshop, two Grant Elementary School participants made up a report of "Employers of Grant School Children." This was accomplished by copying the information from the Emergency Record Cards filled out by each parent when they enroll their child in school. Copies of this information were made available to each teacher so they could determine what businesses and industries to visit and invite classroom speakers from.

The project consultant then made a survey sheet from that listing to determine what workers children would need to and like to learn about. The survey consisted of jobs held by parents of Grant School children and included a cross-section of all fifteen occupational clusters listed by the U. S. Office of Education.

The final survey form of ninety job titles was composed of three sheets of paper with three columns of job titles (ten titles per column). The child was to select the job title he would most like to learn about and number it one, the next most desired title two and etc., up to ten in each column.

The survey was then administered to all seven classrooms of fifth and sixth grade students in Grant School. The children were instructed not to select those jobs which they already knew much about, but instead, to select the ones they would most want to learn about. They were also informed that selecting to hear about a job did not necessarily mean that they wanted to become that kind of worker.

Grant School children under the direction of the project consultant compiled the survey results. When compiling the results, only the top three ratings were considered in each column of ten job titles. Since some ratings were very close, the top eleven titles were selected from each sheet for a total of thirty-three top priority jobs. Each teacher was given a copy of the total survey results as well as a comparison of the results of their individual classrooms.

Since the Grant School Library was available two mornings per week for an hour, it was decided to invite speakers into the school twice per week on Tuesday and Thursday. Initially, a general invitation was given to all parents who would like to tell about their jobs. This was to make parents aware of the program as well as to develop good public relations between home and school (ten parents volunteered). Then, each of the thirty-three parents who worked at occupations represented by the top rated job titles were contacted about speaking three weeks in advance. When they could spend several hours in the school we scheduled each speaker into lower grade classrooms also, especially their children's classrooms.

They were told to bring any tools or equipment used at their job, wear their work clothes, and answer the following questions in their talk:

1. What is my story of how I got this job?
2. What kind of training is needed today for a job like mine?
3. What skills, abilities or interests are needed for this job?
4. What do I like the most about my job?
5. What is unpleasant about this job?
6. What specific duties do I usually work at on this job?

Displays, audio-visual presentations, or pamphlet hand-outs were welcomed.

Each fifth and sixth grade classroom was allowed up to ten children for each speakers program. Therefore, each child had to select from the monthly listing of scheduled speakers the two which they were most interested in learning about. Each teacher made different requirements for students who attended: research of the occupation before or after the speaker, oral report to the class about the program, required viewing of a certain number of audio-visual media or books about the speaker's occupation, etc. Some speakers fit into the entire classroom's study and some were studied by only a few of the children in the classroom.

The following list of speakers were involved in the program during the first semester:

Tuesday, Oct. 24 - Mr. Dick Zeiner/Mr. Gene Cravillion
(Bray, Cravillion & Zeiner Architects)

Thursday, Oct. 26 - Mrs. Donald Imig
(Dental Hygienist)

Tuesday, Nov. 7 - Mr. Fred Severson
(Production Engineer, Garton Toy Co.)

Thursday, Nov. 9 - Mr. John Bellanti
(Post-High School Counselor, Lakeshore Tech. Inst.)

Tuesday, Nov. 14 - Mr. John Bell
(Insurance Salesman, Ballschmider - Schils)

Thursday, Nov. 16 - Mr. John Brozovich
(Business Manager, Sheboygan Public Schools)

Tuesday, Nov. 28 - Dr. Robert Holmstrom
(Ophthalmologist, Sheboygan Clinic)

Thursday, Nov. 30 - Miss Leonilda Conzalez
(United Migrant Opportunity Services)

Tuesday, Dec. 5 - Rev. George Schowalter
(Minister, First Congreg. Church)

Thursday, Dec. 7 - Mr. Gerald Wehmeyer
(Sheboygan City Forestor)

Tuesday, Dec. 12 - Mrs. Shirley Schultz
(Wis. Telephone Co. Operator)

Thursday, Dec. 14 - Mr. Wm. F. Asmus
(Wis. Telephone Co. Installer/Repairman)

One week after each of the speakers visited Grant School, the Project Consultant and Grant School Guidance Counselor sent a letter of appreciation to the speakers for their role in helping to make the school curriculum more effective.

As a result of explanations about the Grant School World of Work Speakers Program at monthly City Wide Meetings of the Elementary School Guidance Counselors, at least two other non-target schools have implemented similar programs in Sheboygan. One of the programs was set up through the establishment and use of a survey similar to the one used at Grant Elementary School.

Speakers scheduled during the second semester included:

January
- Mr. Wayne Adams - Policeman
- Mr. Gerhard Pauly - Med. Tech.
- Mr. Richard Suscha - Pharmacist
- Mr. Bernard Ehrman - Jeweler
- Mr. Don Caan - Florist
- Mr. Clair Kilton - Photographer
- Mr. Laurence Brown - Chef

February
- Mrs. Janice Scribner - Key Punch Operator
- Mr. LeRoy Leonhard - Auto Mech.
- *Mr. Stephen Gerk - Leather Craftsman
- Mr. Harold Hotchkiss - Computer Programmer
- Mrs. Arlene Heymanns - Telephone Answering Service
- Mrs. Mary Nowacki - X-Ray Tech.
- Mr. Roger Heling - Pottery Caster
- Mr. Glendle Bierstaker - Supermarket Manager

March
- Mr. Bernard Beimel - Cement Contractor
- Mr. Dallas Stetson - Ins. Underwriter
- Mr. Michael Muth - Co. President
- Mr. Robert Abbey - Office Mach. Repairs
- Mr. Richard Mason - Mortician
- Mr. Jack Lewis - Beverage Distrib.
- Mr. Don Vandre - Band Instr. Repair
- Mr. James Horstmann - Dept. Store Vice President
- Mr. Richard Radzicki - Business Controler

April
- Mr. Ray Utecht - Real Estate Broker
- Mr. Jacob Mueller - Corporate Credit Manager
- Mr. Robert Holman - Manufact. President
- Mr. Richard Sasche's - Gift Shop Owner

*Non-Grant School Parent

HANDS-ON PROGRAM SUMMARY

The main goals of the Hands-On Program are 1) to provide an opportunity for elementary school children to develop an understanding and ability in the use of their hands, 2) to develop self-confidence in students in a school related activity, 3) to have students relate workers in the world of work with the skills used at their job, and 4) to develop the use of concrete materials in the classroom instructional process.

During the 1972 Summer Career Education Workshop, a committee of Grant School teachers articulated with junior high, senior high, and post-secondary vocational education teachers. They discussed the industrial arts activities that could be utilized by elementary school children. They also suggested a list of the most desired tools and equipment to be used in an elementary school program.

On November 15 and 16, Darryl Sheggrud, Career Education Consultant, and Greg Sather, Grant School Guidance Counselor, took seventeen sixth grade students in four separate groups on a field trip to local hardware stores. One of the purposes of the field trip was to compare the prices of tools with an industrial arts hardware supply company. (See report entitled "Results of Comparitive Pricing Field Trip.")

During the first semester one sixth grade classroom constructed a combination marionette/puppet stage as a classroom hands-on project. (See page 38 of the article entitled "Teacher Reports of Classroom Activities," David Seefeldt, Sixth Grade Teacher.") This stage was creatively used by all of the classroom teachers at Grant School as part of a Puppet Workshop. (See pages 2 and 32 of the article entitled "Teacher Reports of Classroom Activities," Mrs. Barbara Larsen, Librarian, and Mrs. Henrietta Enger, Fifth Grade Teacher.)

The Grant School custodian, Mr. Verlyn Voland, constructed a room divider as part of the Hands-On Program at Grant School. He was aided in that project by three sixth grade students: Mike Abler from Mr. Seefeldt's room, Brian Nicla from Mr. Winter's room, and Tom Schultz from Mr. Born and Mr. Sorenson's room. (For a teacher reaction to the student effect of this project, see page 39 of the article entitled "Teacher Reports of Classroom Activities," Mr. David Seefeldt, Sixth Grade Teacher.)

Two Hands-On Workshop Rooms have been set up in Grant School during the first semester: a woodworking workshop and a leather workshop. Approximately $225.00 of woodworking tools have been purchased in addition to a workbench and pegboard tool holder. These tools included hammers, saws, rulers, chisels, planes, files, scissors, pliers, wrenches, screwdrivers, vises, clamps, steel wool, sandpaper, nail sets, drills, levels, safety glasses, and soldering irons. Another $65.00 was also spent for a sample of the above equipment for three classrooms with workbench interest centers.

Equipment for the leather room included approximately $35.00 for basic tools that included lacing, scratch awls, thonging chisels, modelers, skiving knives, utility knives, punches, embossing wheels, lacing needles, creasers, and edgers. Approximately $100.00 additional was spent on leather, tooling kits, leather project sample kits, stamps, punches, cutting boards, mallets, rivets, and snaps. In addition to these materials, the proprietor of a local leather craftsman shop has donated approximately $200.00 worth of leather, dye, leather conditioners, cutting tools, and punches. Two barrels of leather scrap pieces that were previously donated by Armour Leather, a local leather processing and shoe making company, are also being used in the leather workroom.

On February 5, a student at the University of Wisconsin - Sheboygan Campus, Miss Eva Olson, was hired as a part-time Work Experience Supervisor to coordinate student tutors from North High School to come to Grant School and work with elementary students in the leather and woodworking workshops. She scheduled four Grant "disadvantaged" students (boys and girls) with each North High student tutor for a one hour period of time. The tutors are released from one to two hours per week from art, industrial arts, and social studies classes.*

Each tutor provides his own transportation to Grant School, signs in at the office, escorts the elementary students from their classroom to the workshop area where they work on their individually selected projects each week until successfully completed. Initial discussion includes workshop safety rules, clean-up time, behavior standards, familiarity with tools and wood or leather materials, as well as creative selection of a project. The student works on his project for the number of weeks required to successfully complete it. Then a new group of elementary students are selected for another project.

The coordination activities of the Work Experience Supervisor include supervision of all workshop activities, reports to teachers on attendance and work quality of the tutors and elementary students, requests for more workshop materials or tools, enforcement of behavior and safety standards, and general solution of immediate problems. She works with the principals, counselors, teachers, students, and career education consultants at each school as resource people for the workshop programs.

The program was initiated during the week of February 19 with approximately thirty (30) high school tutors and approximately one hundred twenty (120) elementary students. Mr. Stephen Gerk, proprietor of the High Grade Leather Shop, has donated two afternoons per week in the leather workshop. Another worker, Mike Anderson, has donated three afternoons per week additional time in the leather workshop.

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*Miss Kathy DeZeeuw was hired as a full-time Work Experience Supervisor four days per week as of February 26 to supplement the part-time coordination work of Miss Eva Olson.

Initial workshop projects included change purses, key holders, watch bands, belts, wallets, and animal figures in the leather workshop. The woodworking workshop projects include bird houses, bird feeders, sailboats, stamp boxes, tie racks, and shopping list holders.

Future plans for the second semester call for expansion of the program into the skill areas of sewing, macrame, and crocheting for the girls. For the boys, future areas include skill development in the area of repair of small electrical appliances, leaky faucets, and small (two cycle) internal combustion engines. Each area will be related to skilled workers who use these media on their jobs each day.

When teachers praise the students from the workshops on the quality of their workmanship, many of these students will be seen as important in a school setting for the first time. If these students can be allowed to show other interested students from their classroom how to make or repair workshop products, the program will be expanding toward next year's goal. The Hands-On Program should be expanded during the next school year into use within the various classrooms. Part of this goal can be accomplished through creative art projects initiated by the art specialist teacher. Other teachers will use these media in classroom interest centers where students can construct or repair a project in a corner of the classroom. The general goal for all teachers should be to use this workshop media as a teaching resource utilizing concrete media to teach abstract concepts. The ultimate goal will be to help students relate their classroom instructional activities to skills and understandings needed as a future worker in the world of work.

ROLE OF THE GUIDANCE COUNSELOR IN
PROMOTING CAREER EDUCATION IN THE ELEMENTARY (K-6) SCHOOL

Guidance Function

Career development is one aspect of the total guidance program. Guidance and counseling is the personalized and integrated part of education which serves to provide the design for successful career choices. To implement career concepts, the professional school counselor serves in the capacity of consultant, coordinator, facilitator, and catalyst within the school--assisting all students, school personnel, parents, and the community.

Rationale

The purpose of the Career Education component of the Guidance program in the Elementary (K-6) School is threefold: 1) to promote an understanding and acceptance of self, 2) to expose students to the world of work and its relationship to education, 3) to provide a situation where the student experiences the job placement program.

Career guidance must facilitate the development of an individual's self, to paraphrase Grell:

> Attitudes toward self are highly important in the development of the future worker. The elementary school pupil can be helped to develop a more desirable attitude toward an understanding of himself. He can learn to accept success as rewarding and failure as a possibility. He can learn to accept his

> assets and liabilities and develop wholesome attitudes toward himself as a worthwhile individual. He can be helped to improve his work habits.[1]

In order for an individual to understand his emerging life style he must begin to recognize the need for continuous self-appraisal in his early formative years.

Since attitudes and values about work are most readily and firmly developed in the formative years, all elementary children need an understanding of the world of work. For a career development program to be effective the activities must be fused with the existing curriculum. To quote Bottoms,

> In performing the career tasks, pupils would apply basic skills in mathematics, social science, and communication. Their activities would be sequential in nature, moving from familiarization with the kinds of occupations found in their immediate home environment to those in the school and in the immediate and broader community. Activities would include participation in minature work experiences, observation of workers, and a range of various experiences selected to represent a cross section of the occupational spectrum.[2]

Through a world of work program, begun in the elementary school, a student is able to build and stock-pile information until it becomes necessary for him to make an occupational choice.

The final aspect of the elementary school career education program is the development of a school placement service. The purpose is to give children the opportunity to learn about the rules of work and to have work

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1 Lewis A. Grell, "How Much Occupational Information in the Elementary School?" The Vocational Guidance Quarterly, IX, No. 1 (Autumn, 1960), pp. 52-53.

2 Dr. Gene Bottoms, "Career Development - Kindergarten Through Post-Secondary and Adult Levels," American Vocational Association Yearbook, 1971, pp. 19, 20.

experiences before, during, and after school. It is believed that from these experiences the children will develop an understanding of how to fill out job applications, how to apply in person, and how to develop a sense of responsibility toward a job. They will also see that there is a relationship between their school life and the world of work. In addition to developing a sense of dignity and worth, the children will be more motivated to achieve, improve their behavior, and maintain or improve their attitudes toward work.

The counselor will: 1) develop experiences for the student to become aware of himself and understand his self-concept in relationship to the world of work, 2) establish opportunities for the student to be aware of various career possibilities, and 3) provide a placement program to promote student understanding of careers and himself.

Self-Awareness Concepts

1. Utilize individual counseling to promote self-understanding.
2. Develop small groups to assist students to answer the question "Who am I?"
3. Initiate classroom group discussions, through various media, where students explore their feelings about themselves and their environment.
4. Become involved in group conferences, including the student, with all parties concerned with the student.
5. Administer individual guidance inventories and assist students in understanding the results.
6. Provide planning assistance and materials for teachers to develop classroom programs that include furthering self-understanding among their students.

7. Provide information to explain to parents and the community the importance of students understanding themselves.

Career Awareness Concepts

1. Utilize individual counseling to promote career awareness.
2. Develop small groups to assist students in answering the questions, "What do I want to become?" and "Where am I going?"
3. Initiate classroom discussions where students explore their attitudes toward the world of work.
4. Develop and organize list of resource speakers and field trips to observe and understand the workers role in the world of work.
5. Assess students knowledge and understanding of the world of work.
6. Participate in a teacher committee to plan, coordinate, implement, and evaluate use of career awareness materials.
7. Provide information to explain the importance of the role of parents and the community in career awareness.
8. Participate in Career Education Steering Committee.
9. Assist in developing list of slides, films, books and other career awareness resource materials.
10. Assist in developing "hands-on" program where students utilize tools and materials of the world of work to create a product.

Placement Program Concepts

1. Provide individual counseling to students for the purpose of job placement and follow-up.
2. Develop small groups to assist students in answering the question "How do I get where I'm going?"

3. Establish a placement office for volunteer jobs within the school setting.

4. Provide opportunity for students to experience applying for a job and a job interview.

ELEMENTARY SCHOOL LEVEL

RESOURCES AND ACTIVITIES TO IMPLEMENT SELF-AWARENESS CONCEPTS

Concept No.	Resources	Activities
SA-1	Counselor Counselee	Participate in one-to-one counseling with all students.
SA-2	Counselor Counselees	Develop and participate in small group process to promote self-understanding.
SA-3	Films Speakers Books Teachers Students	Arrange classroom visitations on regular basis. Initiate large group process on feeling level.
SA-4	Counselor Student Teachers Related Professionals	Participate in conferences to promote better student self-understanding and better understanding of student-teacher relationships.
SA-5	Interest Inventories Self-Understanding Questionnaires	Provide testing and interpretation to individual students.
SA-6	Counselor Teachers Career Information Materials	Conferences with teachers to assist in developing self-awareness classroom program. Make resources available.
SA-7	Counselor	Develop public relations program to explain importance of self-understanding and self-awareness of the student's relationship to the world around him.

RESOURCES AND ACTIVITIES TO IMPLEMENT CAREER AWARENESS CONCEPTS

Concept No.	Resources	Activities
CA-1	Counselor Counselee	One-to-one counseling.
CA-2	Counselor Students Teachers	Arrange and participate in small groups.
CA-3	Counselor Teachers Speakers Visual Aids	Arrange classroom visitation on regular basis. Exploration of attitudes towards the world of work.
CA-4	Local Business and Industry Rep. Teachers	Develop a list of resource speakers and field trips. Assist in contacting and inviting speakers to the school.
CA-5	Occupational Awareness Inventories Counselor Teachers	Provide interpretation and individual counseling.
CA-6	Counselor Teachers Related Professionals	Participation in planning committee.
CA-7	Counselor Local Business and Industry Rep. Teachers	Develop information to explain importance of parents and community in promoting career-awareness among students.
CA-8	Parents Teachers Community	Participation in Steering Committee to enlist parent and community support and understanding.
CA-9	Current Occupational Literature	Assist in developing list of resource materials.
CA-10	Teachers Community	Assist in developing experiences for students to create or repair a product.

RESOURCES AND ACTIVITIES TO IMPLEMENT PLACEMENT CONCEPTS

Concept No.	Resources	Activities
P-1	Counselor Counselee	Individual counseling.
P-2	Counselor Students	Develop and participate in small group process.
P-3	Counselor Teachers Students	Develop list of available school jobs and placement of students.
P-4	Visual Aids	Role playing, interviews for school jobs.

Authors

Greg Sather
Guidance Counselor
Grant Elementary School

Darryl B. Sheggrud
Elementary Career Education Consultant
L.T.I. Career Education Center

Developed in a 1972 Summer Career Education Workshop sponsored by the L.T.I. Career Education Center in Sheboygan, Wisconsin.

SUMMARY OF CAREER EDUCATION ACTIVITIES

Student Placement Service

Children are really reacting well to the job placement concept. They get really excited about getting a job and look at it as being a real job. So far, only two children quit their jobs; one because he just didn't want to work anymore, and the other because he was working outside and the weather was never nice enough to work.

The children who are looking for jobs around school are the ones who are turned off by the academic part of school. I can't really say at this point if the children's feelings towards school are changing. If they are doing more of what's expected of them in class, it is probably only because they want to keep the job, not because their feelings have changed.

I would say about 25 percent of the teachers have offered jobs through this arrangement. The upper grade teachers just couldn't come up with any jobs that the younger children could do. Now the children involved in the program are happy about something in school.

A short explanation of the process the children go through follows. In the hall to the guidance office, there is a bulletin board with the available jobs listed. The children then choose a job and come in for an interview. No child is refused any job he wants. His teacher, however, may make restrictions and show concern by asking how the program is going. The child's responsibilities are explained to him; he can lose the job, it's a real job, etc. He has to have permission from his classroom teacher and the job teacher. Both explain to him his responsibilities. If he loses the job, he must see me in a counseling session. Besides giving children a learning experience of getting a job and going through the placement process, this program is building their self-confidence by showing them they can do something right and contribute something to the school and someone else.

It is hard to measure the value of this program in an objective manner, but I do get feedback from the children. They are letting me know that they are really happy with their jobs. They are sure of themselves in at least one area of school. This gives them at least one other thing that makes them feel proud and happy to come to school. I feel that the program has been a success so far. The number of children participating is a small percentage of the student population, but they are really benefiting in self-concept growth. Their reward or payment for working is release from class, usually about 15 minutes. They also usually put in a half hour or more of their own time before and after school on the specific job. As of the end of the first semester of school, forty children have been placed on jobs within the school setting.

Greg Sather
Guidance Counselor

APPENDIX B

AN OVERVIEW OF MODEL SCHOOL CAREER EDUCATION ACTIVITIES AT THE SECONDARY LEVEL

SECONDARY CAREER EDUCATION MODEL SCHOOL ACTIVITIES--HORACE MANN JUNIOR HIGH, NORTH SENIOR HIGH--1972-73 SCHOOL YEAR

USE OF THE JOB BANK IN EXPLORATION AND PLACEMENT IN THE SECONDARY SCHOOL

A FOLLOW-UP STUDY OF NORTH HIGH SCHOOL--1962, 1964-71 GRADUATES

AN OVERVIEW OF MODEL SCHOOL CAREER EDUCATION ACTIVITIES AT THE SECONDARY LEVEL

Lakeshore Technical Institute and the Sheboygan Public Schools are cooperating through a K-14 Career Education Project funded by the U. S. Office of Education. It is a three year project that is operating in four model schools in Sheboygan, Wisconsin.

The first year of the project was on a service basis available to surrounding school districts. The second year, the project moved into the model schools and established career education programs and activities.

The project's elementary consultant established various programs at U. S. Grant Elementary School and is in the process of creating new programs and activities for the third year. At the secondary level, I work with administrators, counselors, and teachers in Horace Mann Junior High School and North Senior High School to establish programs and activities that relate to the needs of the students through Career Education.

Exploration is the main thrust of the project at the seventh through ninth grade level. Experiences have been established that deal with two main areas: self-understanding and the world of work. Exploration is aided by a Career Information Center established in the school's library. The center is made up of hardware and software dealing with self-understanding, career planning and the world of work. The center includes 16mm films, video tapes, filmstrips, cassettes, printed material, playback units, and career games. Students explore in the center and teachers take materials to use in their rooms.

At each grade level a different concept is emphasized. Teachers and counselors act as a team in the classrooms and use material from the Career Information Center to implement the activities. The goals at the seventh

grade level emphasize self-understanding and promote positive attitudes toward self, others, and work. They also include an understanding of personality, values, abilities, interests, weaknesses, fantasies, life styles, motivation, leisure time, etc. The team accomplishes this through Career Education concept integration into existing curriculum by using a K-14 Career Education Curriculum Guide developed by the project.

The emphasis at the eighth grade level is on exploration of the work world. One method used is a study of the fifteen Career Clusters as defined by the U. S. Office of Education. At this time the exploration is accomplished in the classroom by showing video tapes of workers on the job, having students report on interviews of individuals representing differing sections of the work world, and using cassettes and filmstrips in small group situations. Teachers also take students to the Career Information Center to give them an opportunity to explore the materials. The librarian aids each student in his search.

The teachers also implement exploratory experiences for their students by exposing the occupational implications of their subject areas in different ways. One tool they use is the Wisconsin State Employment Service (W.S.E.S.) Job Bank. The Job Bank is a five piece set of microfiche published daily listing the job openings registered with W.S.E.S. throughout the state. The Job Bank gives job title, wage, education or experience needed, and a job description for each opening. The teachers use the Job Bank by sending students to evaluate current job openings and how they relate to various subject areas. The job descriptions are helpful when students are making decisions for educational placement into the appropriate curricula. For example, a job description may stress the need for good spelling, a foreign language, use of a microscope, or typing 55 words per minute.

Exploration of job clusters and subject areas are also implemented through the use of video tapes that were taken on the work site, sound-on-slide presentations developed in business and industry. English teachers have students write on broad Career Clusters and their relationship to English while other teachers have similar activities. The students' explorations are kept as broad as possible in order to discourage them from becoming too narrow in their occupational potential.

In the developmental planning stage for the eighth grade is a small group field trip technique whereby students explore Career Clusters by visiting various organizations representing a Career Cluster. The emphasis of the field trip will focus on the workers at all levels and will include environment, feelings, job ladders, responsibilities, occupational areas, entry level jobs, education and work world interrelationship, self-concept building, and development of positive work attitudes. The student will choose a cluster to explore and will accomplish this by visiting several sites that relate to that cluster. A Career Education Committee composed of business, industry, and community has been formed and will aid in the establishment of the field trips and other programs now being developed.

The ninth grade program combines the seventh and eighth grade programs and also expands into other activities. Teachers and counselors team together to help develop further each student's self-understanding, and knowledge of the work world. This aids in educational planning for high school. As much as possible this approach is handled in the existing curriculum to avoid "Career Units." Speakers representing various facets of the work world are invited to discuss their job, necessary preparation, and life style. Personnel managers hold mock

job interviews with students and explain how to fill out job applications to help them in finding part-time and temporary summer jobs.

The General Aptitude Test Battery (G.A.T.B.) is given to all students in the ninth grade. The G.A.T.B. is not used to track students, instead it opens their minds to many potential occupations. The test also has motivational value in that many students further explore and become more serious about their future. Students compare the Job Bank to their G.A.T.B. results to discover relevant information concerning occupations in Wisconsin. This in turn leads them to other material in the Career Information Center relating to their needs. To further aid students in the ninth grade, a plan is being formulated by which a student would "shadow" a foreman or supervisor for a time and observe the interrelationships, subject area utilization, environment and atmosphere in differing work sites at different levels. By "shadowing," the student will gain a much broader understanding of the existing work structure and a better backlog of relevant information on which to make career choices. Local business, industry and labor have indicated interest and willingness to cooperate in establishing Career Education programs.

The counselors report that the students have a better understanding of themselves, the world of work and career planning opportunities available and are making better educational choices. The Sheboygan Public Schools are continuing programs and activities established by the project in the model schools and will expand them to other parts of the system when the project ends.

Junior high emphasis on exploration becomes preparation at the senior high level. Every student when he leaves school should be prepared for either further education or a job.[1] To help reach this goal, the project has instituted several activities.

The cooperative effort of many agencies completed a two-county-wide comprehensive manpower survey. Cooperative Education Service Agency (C.E.S.A.) L.V.E.C.'s, W.S.E.S., Lakeshore Technical Institute, and the Career Education Project worked together and produced the survey that has value to counselors, L.V.E.C.'s, teachers, and administrators.

It gives data that will be used for career planning, vocational programing, and short and long range goals to meet the needs of all students.

A follow-up study determined the feelings of randomly selected former students that have graduated from North High School between 1961 - 1971. The results were statistically analyzed for levels of significance. The results of the study indicated several findings. First, the school needs to become more involved in job placement. Second, students need to be made aware of other educational opportunities in college besides the common two--education and nursing. Three, a greater emphasis on occupational exploration is needed because approximately 40% of the graduates surveyed said they would change occupations if given the opportunity. In another section of the study, the success of the school curriculum to aid the graduate was rated on different areas such as,

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[1]Marland, Sidney, DHEW Publication No. (OE) 72-52.

"use of spare or leisure time," "understanding the world of work," "using good English," and "thinking through problems." The school received good to average on the basic "three r's" and in "helping people to get along with others." However, other areas, such as, "taking part in community and civic affairs," "marriage and family affairs," and "finding a job" received poor ratings. The study also covered jobs, wages, post-high school education, opinions, and comments.

The need for curriculum change was evident from the study results. A 700 page K-14 Career Education Curriculum Guide was produced by teachers, counselors and project staff to aid in this change. Two summers were spent in building the guide into a usable classroom tool. The guide covers self-understanding, world of work, and career planning, and is based on the model developed by the Department of Public Instruction for the State of Wisconsin. The guide is divided into grade levels and subject areas and deals with Career Education concepts and activities to be implemented in the classroom. Behavioral objectives, curriculum considerations, activities, resources, and evaluations were developed to reach such areas as leisure time, community affairs, understanding abilities and interests, personality, etc. The guide was designed to be integrated into existing curriculum and not added on or attached in a "Career Education Unit," or a separate course. The need was for a change in existing curriculum and attitudes. Students have commented that they have observed a change in curriculum and attitudes in certain classes.

Teachers in the senior high are also encouraged to bring out the occupational implications of their subjects. For example, a math instructor relates math concepts to usage on the job. An English instructor shows how English is a form of communication in the publishing industry.

To help teachers and counselors implement Career Education a Career Information Center has also been established at North High School in a former classroom and staffed by a paraprofessional. The Career Information Center contains 16mm films, video tapes, microfiche, cassettes, filmstrips, books, pamphlets, etc. and hardward. Students in small groups are sent in by teachers, and teachers take material from the center to use in the classroom. Many students also stop in the center on their own time. The W.S.E.S. Job Bank is located in the center and is used for both placement and exploration purposes. Students use the Job Bank either to find employment or to relate to their educational plans the job openings found throughout Wisconsin. Much of the resource material listed in the K-14 Career Education Curriculum Guide is found in the center and draws many teachers to explore for themselves. As new material arrives, the paraprofessional contacts the staff and makes them aware of what is available. She also demonstrates usage of the hardware and software to students, and to teachers she may give suggestions relating methods by which other staff have utilized the material.

The General Aptitude Test Battery (G.A.T.B.) was also administered in the senior high to all students. The G.A.T.B. motivated various types of students to explore and search the available material to discover their relationship to the outside world and education. Students considering college, technical, or other forms of education are also motivated to explore their broadened occupational potential resulting from a serious look at their G.A.T.B. results.

Many students are exiting high school without job skills. Some of these students have graduated and found that a diploma does not mean a job skill.[2] To help alleviate this problem, a job entry level skill

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[2]Marland, Sidney, DHEW Publication No. (OE) 72-52

training program in welding has been established in cooperation with Lakeshore Technical Institute, surrounding high schools, and the project. Some of the youth in the program have exited school while others will graduate with their class. For those who have exited before graduation, a G.E.D. program is available. Plans are under way to expand the welding program into other areas of job skill training such as clerk-typist, or power sewing.

Articulation between the secondary schools and Lakeshore Technical Institute is taking place in curriculum, advanced standing, and, because of this closer cooperation, curriculum change has already taken place in mathematics. Groups of instructors representing various subject areas are meeting to resolve the problems that accompany articulation. Articulation on a continuous basis has been established and will be expanded into new areas such as a K-14 articulated guidance program.

The project has been able to receive support from leaders in business, industry, labor, government, and the community. These groups seem to feel that Career Education is the answer to many of the problems in our society. Corporation presidents, labor representatives, the community, and others have indicated a need for Career Education and their willingness to become involved and lend support. Industry has asked how they can become involved and have input into the curricular structure on a consultive basis. The project is attempting to bridge the gap between the worlds of work and education to benefit the youth that will exit from one into the other.

Effective Career Education means a change of attitude and priority, both in and out of education. Curriculum change has taken place. The work world and education are reappraising each other; teacher and student attitudes have changed. The project has proved to be the catalyst for change in the model schools and surrounding community.

by Terry Seifert
Secondary Career Consultant

SECONDARY CAREER EDUCATION MODEL SCHOOL ACTIVITIES-
HORACE MANN JUNIOR HIGH, NORTH SENIOR HIGH
1972-73 SCHOOL YEAR.

1. At both Horace Mann and North, Career Information Centers have been established. The Center at North is located in a classroom and is staffed by a paraprofessional. At Horace Mann the Center is in the Library and is the responsibility of the librarian. Small groups of students are sent into the centers by teachers or come in on their own. Teachers send students to the centers or use materials from the centers to implement Career Education activities. The Centers have 16mm films, video-tapes, filmstrips, cassettes and other hard and soft ware dealing with the components: self-concept, career planning and preparation, and the world of work.

2. At both North and Horace Mann the Wisconsin State Employment Service Job Bank has been implemented. The Job Bank is a set of microfisch listing the current job openings throughout the state of Wisconsin and is updated daily. The high school uses the Job Bank for placement purposes and for subject area exploration. The junior high uses it next for exploratory experiences: subject area exploration, job cluster exploration, General Aptitude Test Battery O.A.P. exploration, etc. I believe that the use of the W.S.E.S. Job Bank at North and Horace Mann is a first in the state.

3. Job entry level skill training in welding for high school potential and actual drop-outs have been established at North. Also, a G.E.D. program has been implemented. The programs have been established in cooperation with North High School and Lakeshore Technical Institute.

4. A Manpower Survey of the two county area has been accomplished in cooperation with the Project, local school districts, and the Wisconsin State Employment Service. The results will be available to counselors, Lic. Voc. Ed. Coord. and administrators. This is the first comprehensive manpower survey for the area and will give local educators much more relevant material than they now possess.

5. A follow-up survey of North High School graduates, 1961-71, has been completed. A survey of approximately 100 graduates was completed concerning their attitudes toward North and what changes they felt were needed. Their feelings concerning problem areas and the degree by which the school prepared them were statistically analyzed and plotted along with several recommendations. Other information was also gathered from the study: present occupations, wages, education beyond high school and a listing of their comments.

6. To gain support for Career Education we have met with business, industry, labor leaders, government, etc. A committee has been established to help deal with problems that exist between education and the Work World. They are planning and organizing for a Governor's Conference on Careers and Manpower Development.

7. I am working with teachers, counselors and administrators to implement Career Education into the curriculum. I am at Horace Mann for two days and at North for two days per week. While there, I work with staff and students to help implement the goals of the Project.

8. The General Aptitude Test Battery has been implemented into the secondary model schools. All of the 9th, 10th, 11th and 12th graders were tested. The test was given to help broaden the students understanding of the work world and to give each one a better understanding of himself.

9. In the 8th grade, students are exploring job clusters by various means: job clusters to subject areas, clusters to G.A.T.B., clusters to field trips (in planning stage), etc. Also, materials from the Horace Mann Career Information Center are being used to help students explore the various clusters.

10. A steering committee has been established in each model school to aid in communication between Project and school staff. Each committee consists of a principal, counselor, teacher and Project staff.

11. A junior high work exploration program is being formulated. The program will consist of students working on the job with exploration as the main goal. Hopefully, students will then comprehend better the educational-work world relationships that exist.

Terry Seifert
Career Education Consultant

USE OF THE JOB BANK IN EXPLORATION AND PLACEMENT IN THE SECONDARY SCHOOL

The Wisconsin State Employment Service (W.S.E.S.) is cooperating with the Career Education Project and the Sheboygan Public Schools and is making available the computerized Job Bank. The Job Bank consists of all of the job openings listed on two sets of microfiche with W.S.E.S. throughout the state. Each opening gives the following information: wages, education training requirements, and a job description. The computer organizes the lists by city and special code. This information is then printed on one set of microfiche, updated daily, and sent to the local W.S.E.S. Offices each morning. The second set of microfiche lists the company and personnel to contact for each job opening. This set stays with W.S.E.S. and is not used by the schools.

The Sheboygan W.S.E.S. Office utilizes the Job Bank microfiche for that day and then makes the first set of microfiche available to North High School the next morning. A North High School student picks up the microfiche everyday and takes it to the Career Information Center. The Career Information Center at North High School has a microfiche reader-printer and a set of the Dictionary of Occupational Titles (D.O.T.). The D.O.T. coding of occupations is used by the Job Bank. The Center also has 16mm films, video-tapes and other material relating to Career Education. The Job Bank is utilized at North High School for approximately the first week, and then it is taken to the Career Information Center at Horace Mann Junior High. The microfiche is used at both schools but for different purposes.

In the project model schools of North High and Horace Mann Junior High, there are separate phases of Career Education. The first phase is in the junior high and deals with a general exploration of jobs. The student also explores his abilities, personality, interests, values, etc. Self-exploration in the ninth grade is aided by the motivational impetus of the General Aptitude Test Battery (GATB), a Career unit by the counselors, and instructional Career activities by the teachers. The Job Bank is used to help students explore the GATB results as they relate to education, training, job descriptions and placement potential in a given location in Wisconsin. The Horace Mann Junior High Career Information Center has audio-visual materials the student may use to help him in his exploration of the world of work and his self-image. Combining the Job Bank and the GATB with other materials and activities brings reality to ninth grade students.

By using the Job Bank for eighth graders, the Career Education Project and Horace Mann Junior High School are giving students an opportunity through classroom activities to explore the 15 job clusters as defined by

the U. S. Office of Education. Students become aware of the occupational opportunities in Wisconsin by studying the job openings. Each eighth grade student explores representative occupations in each of the 15 job clusters. The student then narrows his choice to one or several job clusters and explores all levels of job openings now found in that cluster in Wisconsin.

Another use of the Job Bank in the junior high is exploration of occupations related to subject areas. Students in the class explore the Job Bank for occupations that relate to that subject area. For example, students in science explore the Job Bank looking for related occupations such as a chemist, chemical technologist, etc. Each student completes a list of occupations and describes how he relates to that subject area. He includes the education, training, job description and wages for that occupation. For many students, this is the first time they relate a subject area to the work world. The use of the Job Bank, GATB, and job clusters broadens the job exploration techniques of many students that would otherwise narrow their research to a few occupations.

The use of the Job Bank in the senior high changes direction from exploration to placement. This second phase of Career Education in the secondary involves preparation for placement into either post-secondary education institutions or on a job after graduation. Placement is often a misunderstood concept. It is a process that takes place at all grade levels from elementary on through life. Educational placement involves choice of classes, choice of college or technical school, etc. But placement also deals with the student not going to college or technical school. This student is largely ignored but often needs more help than the college or technical school bound student.

The Job Bank can meet the needs of both types of students. The students going on to higher education often do not have a clear understanding of placement potential, wages, locations and other information about their chosen field or occupation. The Job Bank gives this kind of student a clearer understanding of the implications of entering that field. If a thorough search of the Job Bank shows little demand for that occupation, a need for further inquiry by the student is indicated.

The students that have no occupational goals benefit from the Job Bank because the reality of the coming work world and needed preparation for it becomes more apparent. Exploration through GATB, Occupational Aptitude Patterns, and the Job Bank lead many of these students out of their occupational fantasy and to a more mature attitude toward their future. The students' attitudes toward school change when they start to relate education to the work world outside the school and begin to understand their role in society.

If the student has occupational goals that do not include post-secondary education, the Job Bank is a very important placement tool. The student locates the occupation that interests him and then contacts the local W.S.E.S. Office for futher information on the company name, person to contact, etc. The local W.S.E.S. Office may then set him up for a job interview.

The Job Bank is a useful placement tool for counselors and teachers. It gives them occupational information that is up-to-date. The counselor now has a tool that reaches into the community quickly and effectively. He can now at last be involved with the placement of students that have been ignored in the past. The counselor can now give the student valuable and pertinent information that is necessary to efficiently aid him in finding a job. The teacher may use the Job Bank to help find openings for interested students in his class. It keeps the teacher aware of the job market as related to his subject area.

The Job Bank helps develop a closer relationship between the Wisconsin State Employment Service and the Sheboygan Public Schools. Since one method of accountability of the school is how well the graduates succeed in later life, the Job Bank can now help student graduates find their place in the world of work. If the school can provide for the successful placement of its students, then it is meeting part of its responsibility for accountability.

Terry Seifert
Secondary Career Consultant

A FOLLOW-UP STUDY OF NORTH HIGH SCHOOL
1962, 1964-71 GRADUATES

Purpose

The success of a school district is determined by what happens to their graduates after they leave the school system. The accountability of a school system should be the graduate's ability to be successful in changing situations involving the world of work and other areas. The system should be reacting to feedback from the graduates involving curriculum and services.

The graduates' reactions to the effectiveness of the curriculum and available services become apparent when statistical analysis is made of the data. The results then suggest if there is need for change. If there is need for change, then the school must decide on how to bring about change to meet the needs of the students that are still in school.

A follow-up study gives direction and feedback, to a school system, that is needed if it is to stay relevant. Opinions of graduates more than several years removed are needed to give it depth along with opinions of the recent graduates. A follow-up study must not be given just one time and never again. It must be continued so as to show change and accountability.

Method

A random selection of graduates from North High School between years 1962 - 1971. A survey letter and questionnaire was sent to their last known address and a follow-up letter and questionnaire to those that did not respond. The data was collected and a series of chi square (x^2) significant levels were tested on the "problem" section of the questionnaire. The other sections and the "problem" section were totaled into a combined section. Remarks are made from the combined section that represents graduates from years 1962, 1964-71.

No attempt was made to statistically analyze the total of each individual year. Through graphing, it was apparent that the individual years differed little from the composite involving the "problem" section.

Limitations

The number one limitation is the number of returned questionnaires. The total response was approximately 50 percent. This is lower than the goal of 80 percent. However, the actual percentages of graduates from North going to college, technical school or to work approximate the percentages in the study.

Opinions, sometimes do not represent the facts. Parts of this study are based on the opinions of the graduates. However, the opinions expressed in the study do give an indication of how the graduates feel about certain problem areas.

Another limitation is the size of the questionnaire itself. It was impossible to ask all the questions that might have been asked with that size. Some questions should have been more specific. Questionnaire interpretation by some graduates is another limitation. The confusion by several graduates on individual questions was evident. The bias effecting the study because of the type of person that will fill out a questionnaire in comparison to a person that will not fill one out has an effect on any study. The impact is impossible to evaluate.

Overall the limitations are acceptable and the study has important value. When the results of the study are considered, the stated limitations do not negate the value of the findings; because the limitations did not skew the results unacceptably. The results are valid and must be considered.

Findings

It is interesting to note that out of the 107 people responding: approximately 5 percent are unemployed, seeking work; 54 are working full time and 21 part time for a total of 75 workers out of 107 people; 23 are in school full time on the post-secondary level; and several people are in the armed service.

When it came to finding a job, most graduates had to find one on their own efforts. The employment service was effective in only nine cases. The school was effective in ten cases. The need for the school to become more involved in job placement information is apparent. This is especially true when 90 out of 107 felt that a placement service should be set up by the school. Placement now exists in an educational form, but it must be extended to include job information for those persons not going on for further education if the school is to meet the needs of all students.

A majority of the questionnaires (35) indicated at least some education beyond high school. Many in post-secondary education did not finish or transferred to a different type of education. Those going to college studied in about 24 different disciplines. A problem is the large number in the teacher training field. About 20 from the study are in some form of teacher training which spells difficulty for them when they try to find a job. The women graduates of the study who went to college are almost totally in just two areas of study --teaching and nursing.

In technical education 13 areas of study were chosen. The graduates did not concentrate in just a few areas, but spread out into many different offerings.

The number of different full and part time jobs participated in by North graduates is surprising. The wage scale ranged from tips and commissions to a high dollar amount of 14,000/year. The majority stated that they were satisfied with their job. However, 41 would change occupations if given the opportunity. There is perhaps more dissatisfaction than shows on the surface. The graduates work or have worked for a least 63 different organizations.

A very interesting section of the study is the ratings that the school received concerning help that it gave the graduates in differing problem areas. The problem areas ranged from "use of...spare or leisure time," "understanding the world of work," "using good English" to "thinking through problems."

In the graduates opinion, it is quite apparent that in the basic "three r's" the school seemed to have succeeded in some measure. But, in the attempt to go beyond basic training to meet other needs, the school has not been as successful. The only area of success outside of the "three r's" is in helping people get along with others. Getting along with others is important. However, the areas which included "taking part in community and civic affairs," "marriage and family affairs," and "getting a job" were disasters. "Thinking through problems" was mediocre in their opinion.

Four problem areas did not statistically come out beyond the level of chance. However, it is important to look at the problem areas so rated. "Preparing you for your work," "understanding the occupational possibilities of the subjects that you took," "understanding the world of work," and "understanding your abilities and interests" did not rate statistically above chance. The most acceptable reason for this, I believe, is that students do not understand the relationship between education and the world of work. Because of this they do not have a meaningful opinion about these problem areas.

If the school's only job is to teach the "three r's," then, according to opinions and statistics, it has succeeded to a somewhat acceptable level. However, if the school is accountable and responsible for a broader education than that, then it should consider the study results. The entire problem area section of the study has a chi square (x^2) significance of at least the .001 level. There is less than one chance in 1000 that the results are due to chance.

Recommendations

1. Set up an articulated placement program from K-12.
2. More should be done about the number of college bound students going into teacher training. All students must be aware of more options open to them. A need for a change of student attitude and for more career information. This should start in the elementary school to be more effective.
3. More information about the world of work incorporated into the curriculum at all levels in all subject areas.
4. Additional curriculum changes involving: a) leisure time, b) community affairs, c) marriage, d) understanding of abilities and interests, e) use of money, and f) how to apply the thinking process to problems.
5. The need for counselor and L.V.E.C. input into curriculum.

NOTE: Raw data and details such as individual comments and statistical analysis used are available upon request. They are not included because of the volume of paper that would be required.